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ABSTRACT

Designed as a means of communicating information related to students to faculty and staff at the College of the Sequoias (COS), in California, this collection of quarterly newsletters by the college's Office of Institutional Research summarizes recent research projects, highlights data on student demographics from state and local studies, and provides other information to benefit staff. Each of the six issues in the collection provides updated information on the college's efforts to implement state requirements for matriculation services, presents data on transfer rates and the academic performance of COS transfer students, and examines some aspect of student outcomes. Other topics include: (1) characteristics of students who withdrew from COS in spring 1987; (2) a socioeconomic profile of the college's service district; (3) an increase in the number of candidates for associate degrees in December 1987; (4) COS students' placement test scores; (5) ways suggested by faculty to help re-entry students overcome their initial anxieties; (6) COS student demographics; (7) national statistics on teachers; (8) grade point averages at COS and national/local grade distributions; (9) dropouts and withdrawals; (10) data on participants in COS's Project Success; (11) a profile of 1987-88 graduates; (12) high school graduation trends and college-going rates; (13) college funding; (14) student financial aid; (15) minority faculty and students in postsecondary education; (16) long-range planning; and (17) college degree attainment nationwide. (ALB)

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INSTITUTIONAL RESEARCH

N E W S L E T T E R S

August 1989

COLLEGE OF THE SEQUOIAS

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INSTITUTIONAL RESEARCH

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INSTITUTIONAL RESEARCH NEWSLETTER

August 1987, Issue #1

The Office of Institutional Research has decided to distribute a newsletter on a quarterly basis basis so that information related to students can be more effectively communicated to the faculty and staff. We will be summarizing: 1) research projects recently undertaken; 2) student demographic data; and or 3) other information that we feel would be of benefit to the staff. Any feedback or suggestions that you could provide us will be greatly appreciated as we want the newsletter to be informative and timely.

Don Goodyear and Elaine Webb

* *

As reported in the California Postsecondary Education Commission Fall 1986 report, **Update of Community College Transfer Student Statistics,** 52 of the 106 Community colleges transferred fewer than 25 students **each** to the University of California campuses. The number of Community College students transferring to CSUs has continually decreased over the past three years (6.5% statewide decrease between Fall 1985 and Fall 1986).

COS is the **only** institution among nearby community college campuses that reflects increases in transfers to BOTH CSUs and UCs!

% Increase or Decrease in Transfers from Fall 1985 to Fall 1986

	UCs	CSUs
Santa Barbara	- 7.3	- 7.5
Fresno City	- 5.3%	- 5.6
Cuesta	+ 15.8	- 8.4
Merced	- 43.8	+ 7.2
Allan Hancock	- 31.4	+ 3.5
West Hills	-0-	+ 19.5
COS	**+ 30.4**	**+ 13.1**

One of the reasons that COS has increased and that other nearby community college have decreased may be that the COS Student Services Center has developed **Education Study Plans** (E.S.P.s) for all incoming students. These E.S.P.s specify the necessary courses to enable students to reach their goals, recommending remedial action if needed.

Another reason may be that we have extended our efforts through Articulation agreements to work effectively with the UC and CSU systems -- UC Davis and CSU-Fresno specifically.

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The "ACCCA FLASH", distributed by the Association of California Community College Administrators, reported the following highlights of the 1987-88 community college budget: (in millions)

* **Matriculation - $21.0**
* **Statutory COLA 3.4% - 66.4**
* **EOPS-HSPS COLA 3.4% - 1.8**
* **1986-87 Enroll. Beyond CAP - 19.0**
* **Stabilization Funds - 11.6**
* **Instruct. Equipment - 52.0 (including bonds)**
* **Deferred Maintenance 15.0 (1:1 match)**
* **1987-88 Over CAP Growth - 11.0 (used only for basic skills)**
* **Capital Outlay Projects - 31.7**

total General Fund budget for community colleges was increased by 7.1 percent over 1986-87 fiscal year!

One of the areas that will most affect Student Services, and Instructional programs as well, will be the full implementation of the Matriculation model. Matriculation goes hand-in-hand with the strengthening of academic standards as recommended by the Commission for the Review of the Master Plan for Higher Education. Our newly-elected Curriculum Committee will be implementing these standards next year. (continued on page 2)

(continued from page 1)

The purpose of Matriculation is to ensure access to appropriate programs and courses, and to facilitate successful completion of students' goals according to specific educational standards.

The goal of Matriculation is student success, and institutional effectiveness through the strengthening of academic standards and services.

Components of Matriculation are:

- **Admissions** (student data collection and needs identification)
- **Orientation** (for non-exempt students)
- **Skills Assessment and Student Evaluation**
- **Advisement, Counseling, and Placement**
- **Student Follow-up** (assurance of student progress, interventions for "high-risk" students, detection of early-warning signs)
- **Institutional Research** (evaluation of local community and institutional issues and of local matriculation practices)
- **Coordination and Training** (staff development)

* *

Some interesting statistics on Spring 1987 **Total Withdrawals** (students who formally withdrew from all classes through the Student Services Center):

- Of the **first 50 withdrawals** of the semester the **average withdrawal age was 27.8 years.**

- Of the **last 50 withdrawals** of the semester the **average withdrawal age was 24.3 years.**

- 198 Total Withdrawals for Spring 1987
  216 Total Withdrawals for Fall 1986
  179 Total Withdrawals for Spring 1986

These figures indicate to us that the older, re-entry students have more obstacles to overcome (whether it be financial, lack of child care, underprepared academically, etc.) and are the first casualties. The younger students "hang" in until the last drop date (usually waiting until the last minute to take care of business).

This study would indicate the need to provide non-traditional intervention for the high-risk re-entry group during the first three to four weeks of school. It has been our experience that, if we can help the re-entry students overcome their initial anxieties, they tend to be some of the most highly-motivated and rewarding students to teach.

We would appreciate your sharing any intervention techniques that you are using within your classroom. We will include these techniques in our next newsletter for use by other instructors or staff. (see last page for form)

* *

We are applying for a Gannett Foundation grant to fund an intervention program for high-risk students. In developing this grant many interesting and provocative facts and figures about our feeder district were uncovered. They are as follows:

- Tulare County ranks **#1** in number of Medi-Cal eligibles as a percentage of county population.

- Some form of Medicaid or Medi-Cal assistance is received by the following:
  * 9.5% of U.S. population
  * 12.5% of California's population
  * **23.1% of Tulare County's population**

- 12.5% of the total number of families in the COS district are below poverty levels (1980 Census).

- 38% of families with female householders (no husbands) in COS district are below poverty levels.

- Comparing levels of education attained of those 25 years of age and older:
  * In the COS district only 30.6% completed high school compared to California's total of 67.5% and the U.S. total of 66.5%!

  * In the COS district only 10.3% completed four years of college or more compared to California's total of 16.4% and the U.S. total of 16.2%!

- National norm for number of teen-age pregnancies is 9.8% of total population under 20. Tulare County's number of teen-age pregnancies is **18.2%**! Tulare County is **2nd** highest county in CA in proportion to population.

- Out of 58 counties in California: Kings ranks **4th** and Tulare ranks **9th** in County jail inmate occupants per 10,000 of general population!

- Population growth between 1970 and 1984 reflect the following increases:

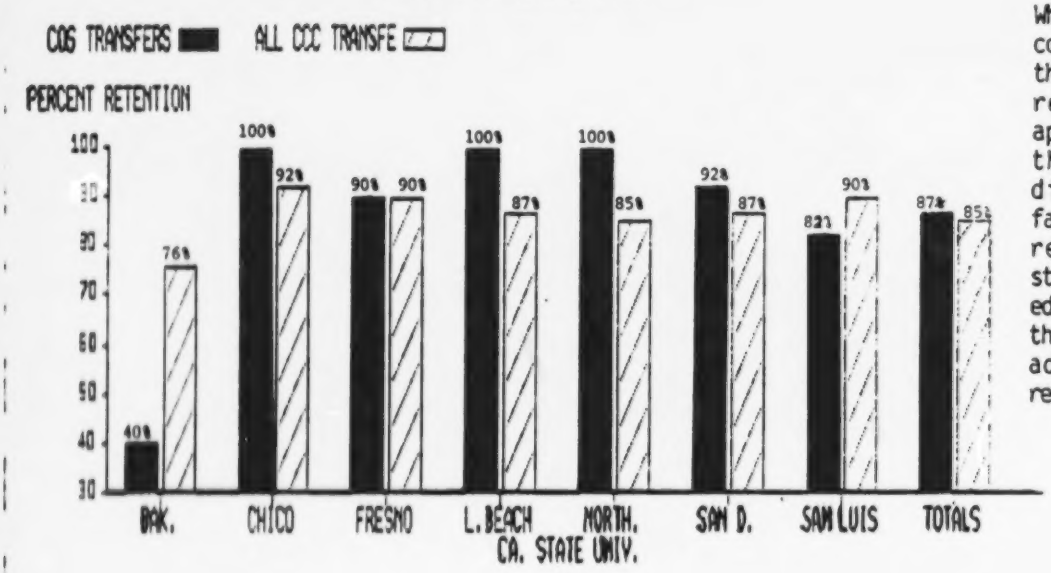
Kings County	22.8%
Tulare County	42.9%
Visalia	109.0%
California	27.6%
U.S.A.	15.4%
C.O.S.	**45.2%**

The Chancellor's Office of the California State University provided COS with a 1985-86 Academic Performance Report on Community College Transfers. Included are:

- number of upper and lower division transfers;
- transfer and CSU grade point averages for transferring students;
- comparative data on Fall 1985 COS transfers and on a comparable group of CSU native students;
- grade point average by major for all upper division transfers, and
- Fall 1985 ethnicity data of student population.

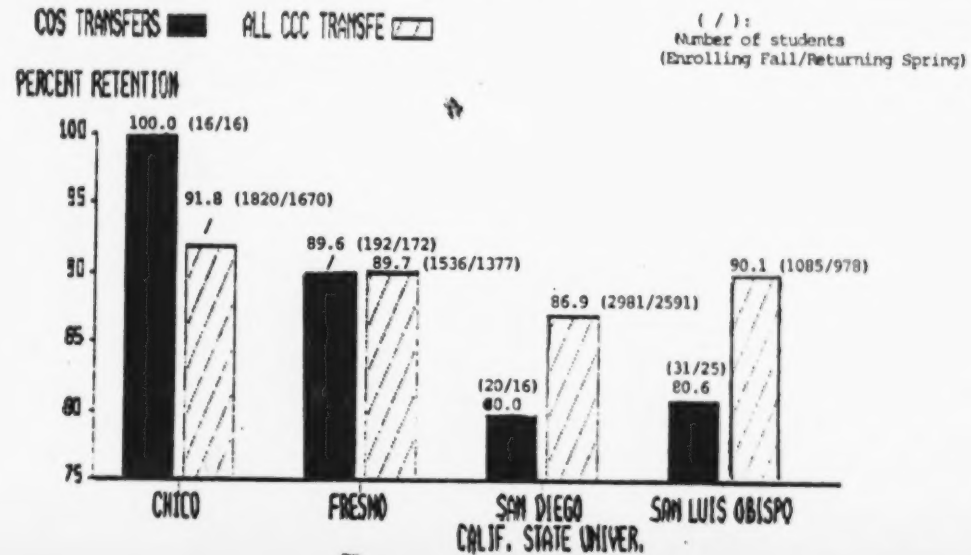
The following graphs were compiled from data contained in this report:

RETENTION RATES FOR UPPER DIVISION TRANSFERS
COS COMPARED WITH ALL CCCs AT CSUs
Fall 1985/Spring 1986



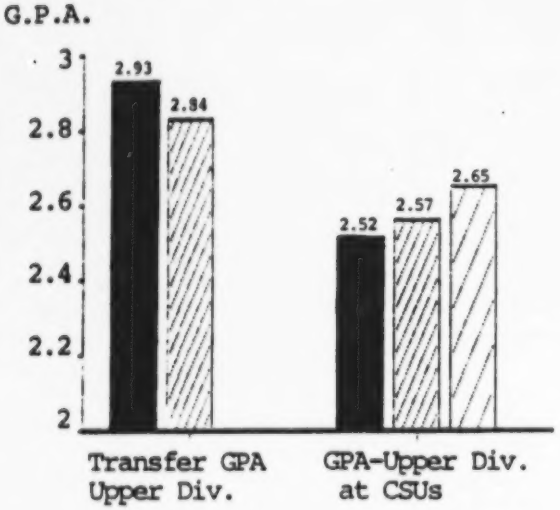
When students transfer and have not completed division requirements at the community college level, their retention rate seems to drop appreciably when compared with those who transfer as upper division students. A number of factors could lead to this drop in retention. For example, if students have not had their general education courses certified at COS, the transfer institution may place additional general education requirements upon them.

UPPER & LOWER DIVISION TRANSFER RETENTION RATES
COS - ALL COMMUNITY COLLEGES
FALL 1985/SPRING 1986



UPPER DIVISION TRANSFER GPA AND GPA EARNED AT CSUs
COS - ALL COMMUNITY COLLEGES - CSU NATIVES

COS TRANSFER ■ ALL CCC TRANSFE ▨ CSU NATIVES ▱



Students completing over 56 units at COS are transferring with an overall higher GPA (2.93) as compared with 2.84 for all other community college transfers. However, there seems to be a slight drop in performance when compared with other community college students in the completion of upper division work. The native CSU student has an average of 2.65. Upon completio of coursework at CSUs, the GPA of COS students was 2.52 (only .13 of a grade point below the CSU native). There could be many reasons for this slight GPA difference; e.g., leaving a small community college and going to a large university, slight grade inflation existing with some courses taken at community colleges, etc.

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On the agenda during Fall 1987 registration is another survey of incoming freshmen using the form developed jointly by the American Council on Education and the University of California at Los Angeles. Participation by the students is voluntary. The survey is conducted yearly to achieve a better understanding of how students are affected by their college experiences. National results are reported to each participating campus (COS has participated since its inception) and significant differences between COS students and students nationwide will be shared via this newsletter.

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For any additional information regarding any of the above information, please contact Don Goodyear or Elaine Webb in Institutional Research.

Clip and return to: Don Goodyear or Elaine Webb, Insitutional Research

I have used the following technique(s) to help re-entry overcome initial anxieties:

_____

_____

_____

_____

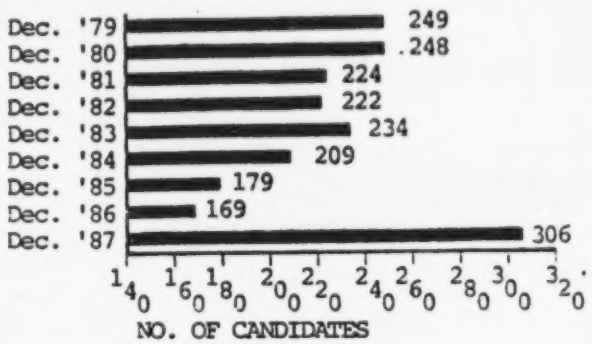
Your Name: Course:

INSTITUTIONAL RESEARCH NEWSLETTER

November 1987, Issue #2
Don Goodyear and Elaine Webb

DRAMATIC INCREASE IN NUMBER OF CANDIDATES FOR DECEMBER 1987 AA/AS DEGREES! There are approximately 300 AA/AS degree candidates for December 1987. Our statistics revealed the following:

FALL SEMESTER



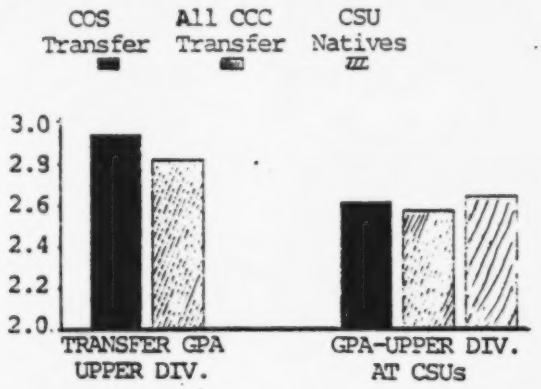
Why the increase? Competencies (pages 21-22 of the current COS catalog) became effective with the Fall 1983 semester. Most students claiming '83-'84 Catalog rights would not normally have been eligible for graduation until May of 1985 or later (the majority of students do not complete their course of study within four semesters). This time frame coincides with the decrease in numbers of candidates.

We can possibly attribute the increase this semester to: 1) more students meeting the competencies; 2) more students applying for degrees; 3) the increased efforts of the counseling staff in guiding students into appropriate coursework; 4) increased publicity of graduation deadlines; and, 5) graduation is, again, "socially acceptable".

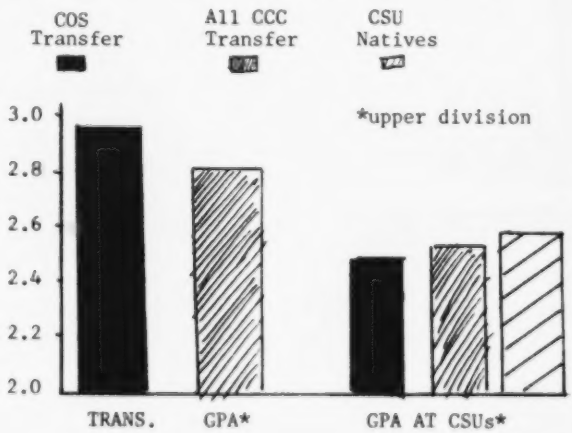
CSU TRANSFER REPORT:
Since our August **Newsletter**, a current Academic Performance Report for the 1986-87 school year was received from the California State University System and reflects new Upper Division Transfer GPAs. (GPAs for the '85-'86 school year are in the shaded area.) Current statistics reflect an upward trend for the GPAs of COS transfer students at the CSUs. Our students are performing at levels slightly higher than all community college transfers!

This same report indicated an increase in our retention rates (the percentage of students enrolled Fall 1986 who re-enrolled in Spring of 1987) at the CSUs. Systemwide, we increased from 87% retention in '85-'86 to 91% in '86-'87! [The retention rate for ALL Community College Transfers was 86% for '86-'87.]

UPPER DIVISION TRANSFER GPA AND
GPA EARNED AT CSUs - 1986-87
COS-ALL COMMUNITY COLLEGES-CSU NATIVES



UPPER DIVISION TRANSFER GPA AND
GPA EARNED AT CSUs - 1985-86
COS - ALL COMMUNITY COLLEGES - CSU NATIVES



M A T R I C U L A T I O N ! The sub-committees are working on developing models for each component (Admissions; Orientation; Skills Assessment and Student Evaluation; Advisement, Counseling, and Placement; Student Follow-up; Institutional Research; and, Coordination and Training). The complete Matriculation Plan must be submitted to the Chancellor's Office by December 14, 1987, to receive funding (categorical in nature). It is encouraging to know that our implementation plan can be modified and adjusted if needs or finances were to change.

Don Goodyear and Chris Knox were presenters at state-wide workshops designed to assist community college staff members with planning, formalizing, and implementing the matriculation plan. Their workshop provided a conceptual overview of support and follow-up services with explanations of staffing, early warning, and computer assistance. Specific tools (i.e., orientation handbook, major sheets, transfer admission agreement between COS and UC-Davis, and the educational study plan) that have been developed by Student Services were shared.

To provide you with a frame of reference in understanding the magnitude of matriculation, listed below are the **MINIMUM** requirements adopted by the Board of Governors in January of 1987 for just the **Assessment** and **Counseling/Advising** components:

SKILLS ASSESSMENT:

1. New (non-exempt*) students enrolling into credit courses will be assessed for competencies in language and computational skills; assisted in identifying aptitudes, interests, and educational goals; evaluated for learning and study skills; and referred to specialized support services, and/or to supplemental assessments as determined by the college.

2. Districts/colleges are expected to participate with the Chancellor's Office in an evaluation of assessment practices and instruments to ensure these are valid, reliable, sensitive to cultural and/or linguistic differences among students, and that assessment information is used for advisement, counseling, student follow-up, (continued)

research, and accountability purposes. In order to conduct evaluation of tests utilized by districts/colleges in meeting the requirements of applicable law and of the plan, the Chancellor will invoke Education Code Section 78213(a), under which he may waive his authority to authorize the use of specific tests by districts/colleges for the purpose of evaluating such tests. Test authorization will be waived on a year-to-year basis until evaluations of test use are completed. Thereafter, the Chancellor will authorize locally-used tests.

ADVISEMENT/COUNSELING:

1. The advisement and counseling and course selection component will provide for a process that enables a student educational plan to be completed for each new non-exempt student, and for such plans to be updated when of benefit to the student.

The student educational plan shall identify the student's educational objectives and the courses, services, and programs to be used to achieve them.

2. When placing students into courses, colleges will utilize the results of the comprehensive assessment, combined with appropriate counseling and advisement, and will provide the programs and services deemed appropriate for student success in accordance with applicable local and statewide policies.

The minimum requirements for all components are available in Institutional Research for those interested.

* **non-exempt students** - All students who are pursuing a degree, certificate, or transfer; or, anyone taking a Math and/or English class or a class that requires a prerequisite.

Student Services' staff continues their involvement with the Board of Governors' grant in examining requisites and prerequisite skills. **APPRECIATION AND THANKS ARE EXTENDED TO FACULTY** for taking time out of their classes to have students complete the Survey of Students' Perceptions of Skills Needed to Succeed in Their Classes. The **Institutional Newsletter** will report more on this study as data is accumulated and dispersed.

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FACTS AND FIGURES** . .

...ABOUT COS PLACEMENT TEST SCORES:

	FALL 1981	FALL 1984	FALL 1987
Based on Placement Test scores, the following percentages of students achieved **Reading competency:** (75%ile).....	23.3%	21.4%	21.0%
Based on Placement Test scores, the following percentages of students scored at the **19th percentile or lower on the Reading** component.....	20.4%	20.1%	19.8%
The percentages of students qualifying for English 1 on the basis of their Placement Test **Writing** sample scores (5 or 6) are as follows:..	33.3%	28.2%	25.7%

...COURSE RECOMMENDATIONS AS A RESULT OF COS PLACEMENT TEST SCORES:

	TESTING PERIOD 1/86 TO 8/86	TESTING PERIOD 1/87 TO 8/87
Percentage of those students qualifying for **English 1:**.....	25.4%	26.4%
Percentage of those students qualifying for **non-transfer English** (English 51 and below).....	74.6%	73.6%
Percentage of those students qualifying for **Math 53 and above**.....	21.4%	25.4%
Percentage of those students qualifying for **non-transfer Math** (Math 51 and below).....	78.6%	74.6%

...ENGLISH COURSES, SECTIONS, AND ENROLLMENT:

The total number of **students enrolled in non-transfer English** (English 51 or lower) increased from 53.4% of the **total enrollment** in all English courses in Fall of 1981 to **56.6%** in Fall of 1987. **(continued)**

The number of **non-transfer English courses** (English 51 or lower) increased from 50% of **all English courses** offered in Fall 1981 to 66.7% in Fall of 1987.

...MATH COURSES, SECTIONS, AND ENROLLMENT:

The **total number of students enrolled** in **non-transfer Math** (Math 51 or lower) increased from 42.7% of the total enrollment in all Math courses in the Fall of 1981 to 53.2% in Fall of 1987.

The number of **non-transfer Math** (Math 51 or lower) **courses** increased from 28.6% of all Math courses in Fall of 1981 to 33.3% in Fall of 1987.

** Additional information regarding the above is available in Institutional Research.

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RESPONSES TO REQUEST FOR TEACHING TECHNIQUES TO HELP RE-ENTRY STUDENTS OVERCOME INITIAL ANXIETIES:

* **Bill Burbery**, History instructor, 1) builds a sense of support by dyad and small group work in class as soon as possible the first class meeting; 2) acknowledges them by use of written student survey which provides opportunity to express their educational background, general weekly schedules and possible problem areas in successfully pursuing the course; and 3) tests early to lower anxieties.

* Paralegal I Instructor, **Pamela Faller**, grades the first three writing assignments of the semester on a pass/no-pass basis to get the students used to her expectations.

* **Mary Carmichael**, English and French instructor, uses: 1) paced assignments and avoidance of relying exclusively on "maxi tests"; 2) frequent quizzes and regular homework assignments which afford the opportunity to give positive strokes for each successful task; and, 3) class assignments designed to enforce such study skills as short but frequent blocks of study time.

* In her writing courses, **Candace Matzke**, makes contact with students, shows interest in their home situations, career goals, and backgrounds. She also gets their phone numbers and gives them a call after a couple of absences.

(continued on page 4)

* **Ron McGriff**, I&T Instructor, maintains a non-threatening atmosphere by explaining: 1) the importance of finishing the semester; 2) by stressing that missing a class or two doesn't warrant dropping out; 3) that we all understand work and home pressures; and, 4) encourages them to call him at home or at work to discuss any problems that might work against their aims and goals.

* English instructor **G. S. Dinkins**, indicated that he simply teaches at the highest academic level he can reasonably maintain and doesn't worry that a re-entry student "lacks a babysitter". He sees no hope for American schools until we get away from these silly programs and focus on traditional, fact-filled education and allow the high standards to take their toll! He also advocates doing away with Institutional Research since the Newsletter reflects a philosophy of education that will continue to lower educational standards rather than raise them.

* **Don Franscioni** explains to all "remedial" students in his Business classes that anxiety is a learned response, or a choice. All choices have benefits connected. When individuals can examine alternative benefits, they can learn new behaviors and unlearn or replace old ones.

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SOME INTERESTING COS STUDENT DEMOGRAPHICS....

* A look at Grade Point Comparison Reports by Semester revealed the following averages for all students enrolled:

Sem.	Grand Total	Day	Ext. Day	Total Male	Total Female
Sum '87	3.202	3.174	3.297	3.109	3.257
Spr '87	2.769	2.733	2.945	2.691	2.834
Fa '86	2.742	2.707	2.924	2.660	2.810

* **A VOCATIONAL STUDENT FOLLOW-UP** for 1985-86 revealed the following data about former COS voc. ed. students:

- Of the 1,223 surveys mailed, 400 (33%) responded.

- Of these 400, 267 were employed, 45 had transferred to a college, and 50 were in military service. Only 19 (5%) were unemployed. (continued)

- Average salary for those completing their vocational course of study: **Males - $10.61 per hour; Females - $8.83 per hour.**

* Have you ever been curious how many area high school graduates come directly to COS? Listed below are the total 1987 graduates for each high school and the number and percentage enrolling in COS:

High School	No. Grads	Enrolled at COS for Fall '87
Dinuba	168	15 (9%)
Corcoran	100	21 (21%)
Exeter	168	71 (42%)
Golden West	292	119 (41%)
Hanford	410	147 (36%)
Lemoore	245	30 (12%)
Lindsay	100	36 (36%)
Mt. Whitney	314	150 (48%)
Orosi	93	37 (40%)
Redwood	381	157 (41%)
Strathmore	67	22 (33%)
Tulare Union	320	122 (38%)
Tulare Western	212	61 (29%)
Woodlake	120	45 (38%)

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STATS ON TEACHERS! The National Education Association reported the following statistics on teachers in the July 1987 issue of **Report On Education Research:**

* Today's teacher averages 15 years of experience, an increase of three years since 1981 and seven years since 1976.

* 51.4% have earned advanced degrees compared with 49.3% earned advanced degrees in 1981.

* Number of minority teachers has declined even though black and other minority student enrollment has increased.

* Percentage of black teachers has dropped from 7.8 percent in 1981 to 6.9 percent in 1986.

* Hispanic, Asian and native American teachers comprise only 3.6% of the teaching force.

* If current trends continue, by 1990 minorities will make up about 1/3 of all students and only 5 percent of all teachers--denying minority students the positive role models they need to succeed in school.

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INSTITUTIONAL RESEARCH NEWSLETTER

February 1988, Issue #3
Don Goodyear and Elaine Webb

WHAT'S INCLUDED THIS MONTH? To present a better perspective of the characteristics of COS students and their needs, this issue of the **Newsletter** will examine the following:

* GPAs at COS
* Performance of former students at the CSUs and the UCs
* Grade distributions - local/national
* Drops and withdrawals - COS and nationwide (high schools and community colleges)

Also featured are:
* Analysis of **Program SUCCESS** for the Fall 1987 semester
* COS/Hanford Student Survey
* Accreditation Trivia
* Matriculation Highlights

FEEDBACK IS ALWAYS WELCOME!

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G P As at C O S

GPA COMPARISON FOR FULL-TIME DAY STUDENTS FALL 1987

Ethnicity	GPA	No. Students
Amer.Ind.	2.399	67
Asian	2.685	107
Black	2.115	104
Caucasian	2.831	1852
Other	2.723	253
Composite	2.705	3185

GPA COMPARISON BY ACADEMIC STATUS FALL 1987

Category	GPA	No. Students
Freshmen:		
H/S or Below	2.924	103
Regular Fresh.	2.652	5185
Sophomores:		
30-59 Units	2.898	1208
Over 60/No Deg.	2.937	407
All Others:		
Associate Deg.	3.171	520
BA or Higher	3.425	471
Total Students	2.758	7894

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P E R F O R M A N C E O F F O R M E R S T U D E N T S A T U Cs AND C S Us

UNIVERSITY OF CALIFORNIA STUDENT GRADE PERFORMANCE SUMMARY ON FORMER COLLEGE OF THE SEQUOIAS STUDENTS

"Hot off the press" is the University of California Performance Report for Community College Students Who Transfered Fall 1986. College of the Sequoias is compared with all Community Colleges at six of the UC campuses. (UC-Riverside was the only campus without former COS students in attendance at that time and UC-Santa Cruz did not list GPAs.) We're proud to say that COS students' GPAs were higher in all cases but one! Results are shown below:

CAMPUS:	UC GPAs for COS Students	UC GPAs for All Comm. College Students
Berkeley	3.156	2.832
Davis	2.846	2.783
Irvine	2.993	2.896
Los Angeles	2.311	2.764
San Diego	3.096	2.846
Santa Barbara	3.090	2.751
All Campuses	2.869	2.815

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CALIFORNIA STATE UNIVERSITY PERFORMANCE REPORTS ON FORMER C.O.S. STUDENTS

Reports on the Fall 1987 performance of former COS students enrolled at CSU-Fresno, CSU-Fullerton and CSU-San Jose were received in time to include them in this edition.

CSU-Fresno - Fall 1987 - 750 Former COS Students Enrolled:

	GPA All CSU-Fresno Undergraduates	GPA Former COS Students
Freshmen	2.56	3.00
Sophomores	2.69	2.67
Juniors	2.75	2.85
Seniors	2.81	2.82
All Students	2.76	2.82

(continued on page 2)

CSU Performance Reports (continued)...

CSU-Fullerton - Fall 1987 - 11 Former COS Students Enrolled:

	GPA for Former COS Students
Freshmen	-
Sophomores	3.03
Juniors	3.30
Seniors	2.84
All Undergrads	2.98

* * * * * * *

CSU-San Jose - Fall 1987 - 23 Former COS Students Enrolled:

	Total of All Units	Current Semester
New from COS	2.83	2.83
All from COS	2.79	2.70
All Students	2.64	2.55

GRADE DISTRIBUTIONS

In the Fall of 1985 COS participated in a nationwide **grade distribution survey** of community colleges conducted by Alamo Community College District in San Antonio, Texas. The results of that survey are compared below with COS' **Grade Distribution for Fall 1987.**

Letter Grade	COS - Fall 84	COS - Fall 87	Nationwide Fall 84
"A"	27.9%	30.3%	23%
"B"	21.7%	21.5%	23%
"C"	18.6%	16.4%	18%
"D"	5.9%	4.4%	5%
"F"	4.9%	5.0%	7%
"W"	20.2%	19.8%	23%
Other	.8%	2.6%*	1%

*CR/NC

DROPOUTS AND WITHDRAWALS

In **Policy Briefs** (Fall 1987, No. 5), published by the Far West Laboratory for Educational Research and Development, the U.S. Department of Education "estimated the survival rate for the (high school) Class of 1984 to be 70.9 percent." In the West Utah had the best survival rate -- 78.7% -- while California, Nevada, and Arizona had graduation rates below the national average. According to the Dept. of Ed., the dropout rate has remained at or above 25% for more than 25 years.

Dropouts & Withdrawals (continued)....

Risk factors for these students are:

* poor grades
* alienation from school personnel
* attendance problems
* family socioeconomic status
* personal experiences; i.e. employment, pregnancy, drug abuse, etc.

Policy Briefs also stated that early school leaving is substantially influenced by the overall character of the school system. Three elements that have a proven tendency to push students out are:

* unsupportive classroom climates
* lack of appropriate programs for at-risk students
* INADEQUATE management systems for identifying, tracking and serving at-risk students.

Strategic interventions suggested include:

* risk management
* environmental management
* incentive management
* program management
* staff management
* culture management

(If you would like to have a copy of this article to have the above explained "in depth" please contact the Institutional Research office.)

National two-year public college dropout rates: The National Center for the Advancement of Educational Practices reports* that the **freshman to sophomore year mean dropout rate for the 781 two-year public colleges surveyed was 47.8%.** Of the 203 two-year private colleges surveyed, the mean dropout rate for the freshman to sophomore year was 28.9%.

Freshman to sophomore mean dropout rates for 78 BA/BS public and 579 private colleges surveyed were 30.9% and 27.4%, respectively. Schools that were highly selective in their admissions procedures experienced only an 11.4% dropout rate.

*(The above was compiled from ACT Institutional Data File for 1987.)

DROPOUTS AND WITHDRAWALS AT COS

It is difficult to determine exact dropout rates for COS. There is a procedure for students to follow if they wish to completely withdraw from college. We are able to produce statistics on the students that complete this process. However, it is possible for students to completely withdraw by dropping one class at a time, thereby avoiding inclusion in any complete withdrawal data.

Institutional Research looked at the "official" complete withdrawals from COS for the **Spring 1986** semester and determined the following:

* 173 Complete Withdrawals (2.3% of total enrollment of 7,685 or 6.6% of full-time enrollment of 2,640)
* Average GPA for these 173 withdrawals was 2.362.
* Average total units completed were 24.7.
* Average number of units attempted for Spring '86 was 10.4.
* Average Placement Test Scores were:
  Reading - 48.2
  Math - 66.0
  Writing - 3.9
* 39.2% of these withdrawals had completed recommended remedial English.
* 60.8% of these had **not** taken recommended remedial English.

In Fall of 1987 there were 198 total withdrawals. We looked at the age factor in this study and found that the average age of **the 1st 50 withdrawals of the semester was 27.8 years and the average age of the last 50 withdrawals was 24.3 years.** This might indicate that the older student has more problems to resolve at the beginning of the semester; i.e., finances, child care, stress of re-entry, etc.

WITHDRAWALS - The percentage of students withdrawing from a class and receiving a "W" grade had **decreased** considerably since 1980. (Fall 1987 reflects an slight increase.) The Grade Tally reports issued each semester revealed the following:

Semester	Total No. of "W"s	Total No. of Students in All Classes	%age of "W"s
Fall '80	7,171	25,150	28.5%
Fall '82	5,802	24,595	24.8%
Fall '84	4,659	23,093	20.2%
Fall '86	4,236	24,033	17.6%
Fall '87	5,262	26,635	19.8%

PROGRAM S U C C E S S
Fall 1987

(**Program SUCCESS** is designed to provide:

- a unique core of classes not open to all COS students;
- ongoing individual academic and career counseling and advising; and,
- peer and faculty support in classes.

to students meeting specific COS Placement Test criteria. Its goals are to ease students' uncertainties about attending college and to provide improvement in English and math skills to ensure a successful initial semester upon which to build subsequent successful semesters.)

Upon completion of the Fall 1987 semester, Institutional Research compiled the following data on the original 70 **SUCCESS** participants:

Total Number = 70

CATEGORY:	NO. OF STUDENTS	PERCENT
Vocational:		
Yes	65	92.9%
No	5	7.1%
Academically Disadvantaged:		
Yes	53	75.7%
No	17	24.3%
Financial Aid:		
Yes	26	37.1%
No	44	62.9%
Major:		
Admin. Justice	4	5.7%
Business	17	24.3%
LVN	4	5.7%
Paralegal	2	2.9%
RN	2	2.9%
Other	41	58.5%
Sex:		
Male	32	45.7%
Female	38	54.3%
Ethnicity:		
Amer.Ind.	1	1.4%
Black	11	15.7%
Caucasian	22	31.4%
Filipino	1	1.4%
Hispanic	30	42.9%
Other/No Response	5	7.1%
Age:		
18-20	43	61.4%
21-24	10	14.3%
25-39	17	24.3%

Continued on Page 4.....

Program SUCCESS continued...

* Number of students completing the Fall 1987 semester: 59 (63 recorded on permanent roll sheets)

* Average number of units attempted: 13.1

* Average number of units passed: 12.1

* Average Fall 1987 G.P.A.: 1.939

* Out of these 59 completing semester, **56 are enrolled in average of 13.6 units for Spring 1988.**

* **17 are repeating Math 50 and 3 are repeating English 60** in Spring 1988.

ACCREDITATION TRIVIA

The COS staff is probably well aware that the institution is scheduled for the Fifth-Year Accreditation Report and the two-day validation visit by the evaluation team in October of 1988.

The **Census Users Manual** published by the Western Association Accrediting Commission states that local census data can be used in the accreditation process by providing service area population characteristics. These characteristics can help determine the degree to which accreditation standards are being met. A profile of the individuals in the community will provide a basis for judging the degree of comprehensiveness of the college in serving the educational needs of the clientele served.

Age, educational attainment, sex, marital status, occupation, and income patterns are other census criteria that can be used in the planning and evaluation procedures for COS.

With the above in mind, compare the Fall 1987 ethnic composition of COS with that of Tulare and Kings County (1980 Census).

	Tulare County*	Kings County*	COS**
Total of Minority Populations.....	33.3%	35.9%	37.9%

*1980 Census
**Fall 1987

(The Fresno Bee, January 31, 1988, reported a minority population at CSU-Fresno of 28.1% for Fall 1987.)

MATRICULATION HIGHLIGHTS

* Of the 70 college districts that submitted Matriculation Plans to the Chancellor's Office in December of 1987, approximately 55% were accepted, 30% required revision, and 15% were rejected. (COS was one of the 55%!)

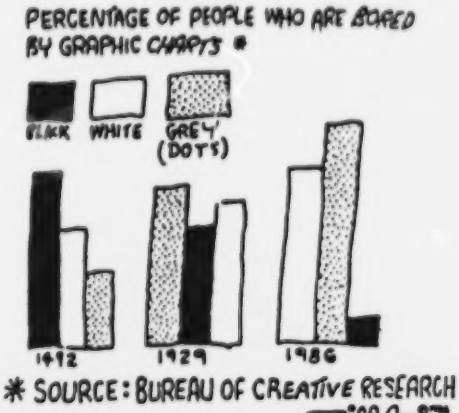
* A Matriculation Advisory Committee (composed of representatives from: Academic Senate, Student Exec Board, Curriculum Committee, administration, English, Math/Science, Tutorial Center, Information Services, classified, and all components of Student Services) has been established. This committee will meet on a regular basis to prioritize planned strategies for involving staff, both administrative, certificated, and classified. It will also set realistic goals and objectives (in view of available categorical funding) for joint matriculation implementation with the Curriculum Committee.

* The terms **matriculant** and **non-matriculant** are defined as follows:

> A **non-matriculant** is a student who already has a degree or has taken those courses (English and math) that are pre-requisites for other classes; is enrolling in activity or P.E. courses; or is taking 6 units or less.
>
> A **matriculant** is any student at COS taking 6 units or more.

* Workshops to inform faculty of the prioritized matriculation goals and objectives are forthcoming.

(Copies of the Matriculation Plan are available in Institutional Research for those wishing to borrow one.)



INSTITUTIONAL RESEARCH NEWSLETTER

August 1988 - Issue 4
Don Goodyear
Elaine Webb

COS - Graduation

RECORD-BREAKING GRADUATING CLASS!!!
Without taking our pocket calculators into the archives for verification, we believe that the 1987-88 school year produced the largest number of graduates in COS' history.

YEAR	NO. OF GRADS	YEAR	NO. OF GRADS
1987-88	715	1983-84	684
1986-87	542	1982-83	643
1985-86	550	1981-82	697
1984-85	619	1980-81	634

The Liberal Arts major made a dramatic increase from a total of 202 graduates in 1986-87 to 304 in 1987-88 and accounts, in a large part, for the increase in the total number of grads. This is probably a direct reflection upon CSU-Fresno's presence on our campus and their popular Liberal Studies program. Other majors chosen by at least 10 or more May 1988 graduates were:

MAJOR	NO. GRADS	MAJOR	NO. GRADS
Agriculture	26	Math/Sci.	25
Business	75	Paralegal	31
Crim.Just.	12	Reg.Nurs.	26
Elect. Tech.	18	Soc.Science	14

* *

COS - Transfer

In the "Big Ten?"

COS ranked **No. 6** out of the 70 community college districts in **percentage** of students who transferred to the California State University System in 1986-87. (We determined these percentages by using each district's **full year** transfer figures to the CSUs as reported in California Postsecondary Education Commission's **Update of Community College Transfer Student Statistics - Fall 1987** and the total fall enrollment figures for each district as reported by the Chancellor's Office in **1986-87 Fiscal Year Selected Data on Enrollment, ADA and Expenditures.**)

The "top ten" community college districts (indicated as "A" below); their Fall 1986 enrollment ("B"); enrollment ranking within the 70 districts ("C"); the number of students transferred to CSUs during 86-87 ("D"); and, the percentage of transfers to enrollment ("E") follows:

"A"	"B"	"C"	"D"	"E"
1 - Butte	7,643	50	527	6.9
2 - San Luis Obispo	6,635	55	453	6.8
3 - State Center (Fresno, Kings Rv.)	18,261	24	1210	6.6
4 - West Kern (Taft)	948	69	62	6.5
5 - SEQUOIAS	8,033	46	493	6.1
6 - Santa Clarita	3,579	62	207	5.8
7 - Grossmont-Cuyamaca	18,143	25	957	5.3
8 - Yosemite (Columbia, Modesto)	13,192	34	662	5.0
9 - W. Valley-Mission	23,754	17	1139	4.8
10- Sierra	10,689	40	511	4.8

CSU Transfer Info

CSU-Fresno: The Spring 1988 Performance Report reflects 726 former students in attendance. The following compares their cumulative GPA with **all** CSUF undergraduates:

	Former COS Students	All CSUF Students
Freshmen	2.41	2.60
Sophomores	2.82	2.68
Juniors	2.86	2.76
Seniors	2.85	2.81
All UnderGrad	2.85	2.77

Cal Poly, SLO: Fall 1987 scholastic report indicates 127 former COS students enrolled. Their cumulative GPA was 2.54 compared with the 2.67 GPA of **all** students at Cal Poly.

San Jose State: Spring 1988 academic progress report shows 25 former students in attendance with an average GPA of 2.83 compared to the 2.66 GPA of **all** SJState undergraduates.

The following **CSUs** do not provide comparative data but we can share the numbers of former students and their average cumulative GPAs:

CSU-Chico: Spring 1988 - 41 students - 2.71 GPA.

CSU-Bakersfield: Spring 1988 - 33 students - 2.904 GPA.

CSU-Los Angeles: Spring 1988 - 7 students - 2.66 GPA.

CSU-San Francisco: Fall 1987 - 10 students - 2.51 GPA.

CSU-Stanislaus: Spring 1988 - 8 students - 2.62 GPA.

CSU-Fullerton: Spring 1988 - 10 students - 2.99 GPA

CSU-Long Beach: Spring 1988 - 30 students - 2.51 GPA.

* *

Enrollment/Population H.S. Grad TRENDS

CONTINUED INCREASES IN ENROLLMENT FORECAST FOR COS: TULARE/KINGS COUNTIES NOT

FOLLOWING NATIONAL TRENDS IN PUBLIC SCHOOL ENROLLMENTS- The Education Department quoted 1988-1992 nationwide enrollmen trends for elementary and high schoo students in the May 4, 1988, issue of Report on Education Research, (Capito Publishers, Alexandria, VA).

We took these nationwide figures and compared them to reports we received fror the California State Department of Finance - Population Research Unit. The following comparison is the result:

TOTAL PUBLIC SCHOOL ENROLLMENT (K-12) - 1988-1992

Tulare County	- 13.8% increase
Kings County	- 12.6% increase
Nationwide	- 4.0% increase

HIGH SCHOOL ENROLLMENT (9-12) - 1988-19

Tulare County	- 13.6% increase
Kings County	- 13.6% increase
Nationwide	- 6.5% DECREASE

HIGH SCHOOL GRADUATES - 1988-1992

Tulare County	- 2.6% increase
Kings County	- 1.7% increase
Nationwide	- "decreasing until early 1990's"

In the 18-24 year old age bracket, Tulare County will have a 3.4% increase betweer 1988 and 1992 and an **overall** increase ir population of 9.8%. Kings County will experience a 3.9% decrease in the 18-24 year olds between 1988 and 1992 but will have an **overall** population increase of 9.6%.

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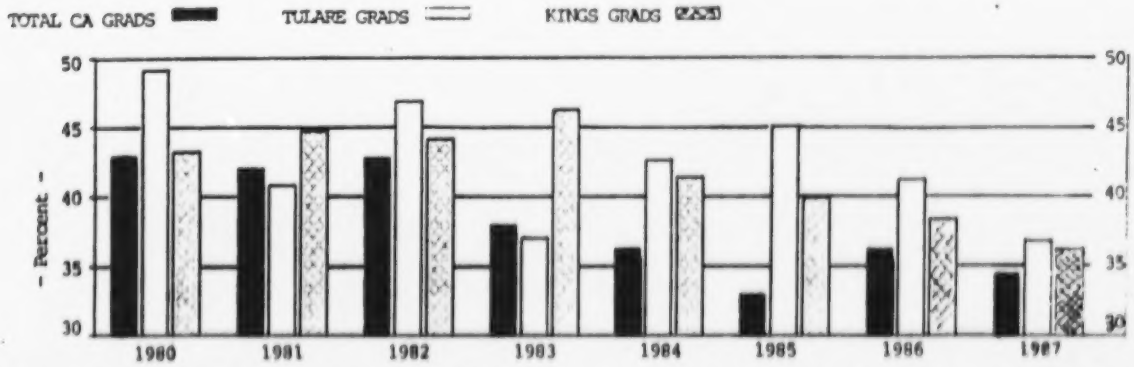
MORE on H.S. Grads ooo

WHAT PERCENTAGE OF HIGH SCHOOL GRADUATES ENROLL IN CALIFORNIA COMMUNITY COLLEGES? The California Postsecondary Education Commission's report on **California College-Going Rates - 1987 Update** indicates that 34.4% of all 1987 high school graduates enroll in a community college. (Enrollment rates of 1987 high school grads were 7.7% for the UC System and 10.7% for the CSU System.)

We compared 1980-87 percentage rates for Tulare County, Kings County, and the state's **total** high school graduates enrolling in community colleges in the following bar graph:

1980-1987
PERCENTAGE COMPARISON OF TULARE COUNTY, KINGS COUNTY,
AND TOTAL CALIFORNIA HIGH SCHOOL GRADUATES
ENROLLING AS FRESHMEN IN COMMUNITY COLLEGES



With the exception of 1981 and 1983, Tulare County topped Kings County and the state in percentages. **However, graduates entering community college from Tulare County varied 12.2% from a high in 1980 of 49.1% to a low in 1987 of 36.9%. In Kings County the percentage varied 10% (from a high in 1983 of 46.3% to a low in 1987 of 36.3%).**

The percentage of **Tulare County** graduates entering as freshmen at the **UC System** varied only 1.6% during 1980-87 (from a high in 1986 of 2.9% to a low in 1982 of 1.3%). The percentage going to the **CSU System** varied only 1% (from a high in 1987 of 4.8% to a low in 1981 and 1982 of 3.8%).

The percentage of **Kings County** graduates entering the **UC System** as freshmen varied 1.9% (from a high in 1983 of 3.2% to a low in 1982 and 1987 of 1.3%). The percentage attending the **CSU System** varied 3.0% (from a high in 1984 of 8.4% to a low in 1984 of 5.4%).

At the current time we are not certain why there has been a drop in the percentage of both Tulare and Kings County high school graduates that are going on to a community college. Several aspects may be at play which may include a higher percentage entering the labor force immediately after graduating from high school.

If this trend toward a smaller percentage of graduates pursuing postsecondary education continues in spite of an increasing population, it would be advantageous not only to the community colleges but also to the high schools to meet jointly with high school administrators and counselors. At that time we would determine methods of intervention and attempt to strengthen the role that COS plays in providing an alternative for those students who are undecided about pursuing higher education. An approach such as this would also strengthen our outreach and would require participation of the various divisions in informing high school students of the vocational, as well as the transfer, courses that are available.

A look at the age profiles for COS from 1980 to 1987 shows **no dramatic** change in any of the categories (including that of the 18-20 year olds) although the average age of our students does seem to be gradually increasing. The only age group that showed a steady increase was that of the **35-39 year olds** which may indicate career changes or a need for additional skills.

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Nuts & Bolts of MATRICULATION

MATRICULATION components, as mandated by the State, were identified in a previous issue (August, 1987, Issue 1). COS' Matriculation Plan was approved by the Chancellor's Office and allocations determined for the 1987-88 and 1988-89 fiscal years (contingent upon Governor's approval of the $20.9 million earmarked for this purpose). In the following paragraphs we have attempted to briefly state the long-term goals of each component and highlight items of interest aimed toward implementation.

ADMISSIONS requires: revision of the application form for conformance to the uniform statewide reporting system; identification of students who are **exempt**

MORE on MATRICULATION ooooooo

from orientation, assessment, and/or counseling and advising; determination of alternate or additional assessment needs; screening of students' goals and interests; and, evaluation of prior units completed.

Also included in this component are: high school outreach; storage and retrieval of records; the **multitude of facets** involved in the registration process; and eventual registration by telephone. (Feedback from campuses utilizing telephone registration is positive but budget concerns keep this an item "on the burner" for COS.)

ORIENTATION requires that all new (non-exempt) students be acquainted on a timely basis with the college's programs, services, academic expectations, procedures, and campus grounds. Incorporated into this component are: preparation and dissemination of orientation materials; clarification and delineation of responsibilities of student and of instructor; training of student advisors to assist with programs; and, enhancement of faculty and community awareness of matriculation.

An Instructional Improvement Grant was awarded to Student Services for development of a pilot Extended Orientation program. Plans are to conduct a pilot of four modules of **college survival skills** at the end of July, 1988. Outcomes of this pilot and future developments will be shared in our next issue.

SKILLS ASSESSMENT AND STUDENT EVALUATION requires that new (non-exempt) students enrolling in credit courses be: assessed for competencies in language and computational skills; assisted in identifying aptitudes, interests, and educational goals; evaluated for learning and study skills; and, referred to specialized support services and/or to supplemental assessments as determined by the college. However, we have been advised by the Chancellor's Office that we cannot legally enforce "basic skills prerequisites" and mandatory placement. Our policy will be to provide information and services necessary for the student to make informed and realistic choices.

Districts are expected to participate with the Chancellor's Office in an evaluation of assessment practices and instruments to ensure validity and reliability. Assessment information is to be used for advisement, counseling, student follow-up, research, and accountability purposes.

Planned for the future are: the offering of placement testing to junior high school students attending our feeder high schools for diagnostic purposes; continuation of the high school "early-bird" outreach program for preferred orientation and registration dates; determination of course equivalencies for transfer students; and identification of "high risk" students based on assessment scores and/or a self-report.

ADVISEMENT, COUNSELING, AND PLACEMENT requires completion of an educational plan for each new, non-exempt student and for update of same when beneficial to the student. (COS has been providing ESPs -- Educational Study Plans -- to students for several years!) Also required is the advisement and subsequent placement (utilizing all assessment data) of students into courses, and the provision of programs and services appropriate for student success.

A cadre of Adjunct Advisors that will include faculty, administrators, paraprofessionals, and "peer helpers/advisors" will be established during the fall semester to assist with the Orientation, Advising, and Follow-up components.

To improve the student/counselor workload ratio, a new counseling position will, hopefully, be filled by commencement of the Fall 1988 semester.

A computerized articulation system will be installed this fall for use by counselors. This system will not only allow for more efficient use of counseling hours but also will directly benefit students by

MORE on MATRICULATION ?

providing **current** articulation information for all CSUs and UCs at the touch of a finger. Incidentally, all full-time counselors now have immediate access to the Student Information System from their own H-P desk-top terminals -- a time-saver for both certificated and classified! (The Records Office can now concentrate on the microfilming of student transcripts instead of pulling files.)

STUDENT FOLLOW-UP requires the monitoring of each student's academic progress (utilizing computerized information systems) and the provision of advisement and counseling for students who: (1) have undeclared goals or objectives; (2) are on probation; (3) are enrolled in pre-collegiate basic skills courses; and/or, (4) are considered "high risk."

Included in this component are the determination of a typical "high-risk" student profile, and the provision of an "early alert" progress feedback system to assist all students (particularly those identified as "high risk"). A random review of 500 Educational Study Plans will be conducted each semester to monitor student progress.

INSTITUTIONAL RESEARCH AND EVALUATION requires evaluating the effect of matriculation practices in achieving local and statewide purposes, objectives, and impact on other college programs and services. All districts/colleges will participate in a statewide matriculation evaluation during the first 3-1/2 years.

Periodic reviews will be made on: student goal determination and achievement; student transfer rates and subsequent success; and career choices and employment status of AA/AS degree and vocational certificate recipients. Student needs and outcome data will be expanded and utilized in collaboration with the Vice President, Instruction, and department chairmen so that curriculum will reflect student needs.

COORDINATION AND TRAINING requires the college to conduct staff development and evaluation activities deemed necessary, and to participate in activities sponsored by the Chancellor's Office that will enhance the implementation and success of matriculation.

The Board of Governors recommended that responsibility for coordination of matriculation be vested in a single position having authority sufficient to encompass all components -- particularly during the phase-in stages of implementation. COS' original plan called for such a position but the subsequent realignment of the Deans' duties provided the necessary authority for implementation.

$ $ $ $ $ $ $ $?

By now you may be wondering how we are expected to fund **Matriculation** and all of its requirements.

Initially the state **intended** to provide 25% of the amount that districts budgeted for Matriculation. The allocations were calculated by using census and course activity measures. The formula used is as follows:

Allocation = $13.586 x Weighted Enrollment*

*Weighted enrollment = (2 x New Students) Plus Continuing Students + (.4 x Basic Skills Seat Count)

The state has not been able to keep its commitment to provide 25% of the cost of matriculation. In preparation for such a contigency we were advised during the formulation of our Plan that we would **"simply have to adjust the plan to fit the dollars that are actually provided."**

The state, realizing that **adequate** data processing equipment and programming are crucial to the implementation of matriculation, planned to provide a special, "one-time only" allocation for data processing during the first year.

MORE on MATRICULATION

Bearing in mind that these matriculation funds are **CATEGORIAL** in nature, we share with you the following amounts allocated to **COS** by the Chancellor's Office:

Year	Operating Expense	(1-Time Only) Data Processing
87	$ 51,267.84	$ 78,762.00
88-89	158,600.00*	--

* Contingent upon Governor's approval of the $20.9 million earmarked for this purpose.

(Note: COS estimates that the total cost of matriculation (districtwide) for 1988-89 will be approximately $550.000.00.)

* * * * * * * * * * * * * * * * * *

Funding/Allocations

The implications of the formula (e.g., a large enrollment does not necessarily ensure a large allocation) used by the Chancellor's Office to determine a district's allocation became apparent when we compared the following:

District	1986 Fall* Enrollment	Allocation
Butte	7,643	$ 165,700.00
COS	8,033	158,600.00
Miracosta Comm.	8,138	123,000.00
Allan Hancock	12,066	156,000.00
Marin Comm.	16,395	177,100.00
Santa Monica	22,128	361,000.00
Santa Barbara	23,353	212,400.00
Rancho Santiago	31,650	374,500.00
San Francisco	53,816	460,100.00
North Orange Co.	60,064	559,900.00
LA Comm.Coll.	103,761	1,980,100.00

*An estimated annual growth (if applicable) included in 88-89 and 89-90 allocations.

THE BOTTOM LINE

on Matriculation is this:

While it is true that we have been implementing various aspects of Matriculation for several years, the additional student contact hours required of counselors and follow-up staff, the facilities and equipment, and the monumental data processing requirements for student progress and program evaluation are extremely COMPLEX, EXPENSIVE, AND TIME CONSUMING and create many obstacles for COS to overcome!

* * * * * * * * * * * * * * * * * *

87-88 Financial Aid Facts & Figures

Regarding financial aid at **COS**, did you know that...

- 51% of all students enrolled in 6 or more units **applied** for financial aid.
- 36% of all students enrolled in 6 or more units **received** financial aid.
- 1,615 students divided financial aid awards totaling $1,721,110.
- 484 students received $142,110 in scholarships.
- 202 veterans received $357,057 in benefits.
- 522 student employees (on campus) earned $374,798.
- **The grand total of all payments to COS students was $2,595,075.**

INSTITUTIONAL RESEARCH NEWSLETTER

February, 1989 Issue #5
Don Goodyear & Elaine Webb

COS STUDENT PROFILE

Fall 1988

Each fall COS participates in the nationwide survey of entering freshmen that is conducted by the American Council on Education and the University of California, Los Angeles.

The recently-received report for Fall 1988 Entering Freshmen profiles COS' students and shows weighted normative data based on all students entering comparable types of institutions (56 two-year colleges).

We are highlighting responses below where COS students were either higher or lower by at least five percentage points than the total of all other students from nationwide two-year colleges.

- As would be expected, COS had fewer White/Caucasian and more Mexican/American/Chicano students. (COS - 62.2% to 83.4% White/Caucasians and COS - 28.8% to 2.1% Hispanics)

- A smaller percentage of COS students indicated completion of 4 years of English and 3 years of math in high school (83.8% to 92.3% - English... 80.9% to 86.2% - math).

- Conversely, a larger percentage of COS students indicated completion of at least one year of art or music. (77.2% to 68.1%)

- Estimated parental income falling in the $0 - $19,999 category was higher for COS students. (35.3% compared to 22.6%)

- In the category **Activities Engaged in by Student During the Past Year**, COS students were more active in:
  - Cheating on a test in school
  - Copying homework from another
  - Doing extra class work/reading
  - Feeling depressed
  - Feeling overwhelmed
  - Speaking other language at home

  COS students were less active in:
  - Drinking beer
  - Drinking wine or liquor
  - Smoking cigarettes

- 41.7% of COS students indicated they took at least one or more honors courses in high school compared to 34.4% of other 2-year colleges.

- 36.6% of COS students indicated having completed at least one or more advanced placement course(s) in high school compared to 24.5% of others.

- In category **Student Rated Self Above Average or Highest 10% in...** COS ranked higher in:
  - Drive to achieve
  - Emotional health
  - Knowledge of foreign languages
  - Leadership ability
  - Self-confidence (intellectual)

- 70.9% of COS students did not apply to any other college compared to 43.7% of other students.

- 17.5% of COS students compared to 7.0% of other students indicated that English was **NOT** their native language.

- COS students indicated they spent **LESS** time "partying" and "socializing with friends" than other students.

(continued on page 2)

(continued from page 1)

- **Highest Degree Planned Anywhere** category revealed 37.9% of COS students plan to complete their master's degree compared to 29.5% of other students.

- 33.2% of COS students say they are "born-again Christians" compared to 21.8% of others.

- It was no surprise that **Agriculture** as a major field of study showed a significant edge for COS students. **Law Enforcement** and **Elementary Teaching** were other favored majors.

- In the category reflecting **highest level of formal education obtained by parents**, COS students indicated:
  * A significantly larger percentage of parents who completed **only grammar school or less.**
    Fathers: COS - 21.0% vs. 6.3%
    Mothers: COS - 18.0% vs. 4.9%
  * A significantly smaller percentage of parents who **did not graduate from high school.**
    Fathers: 21.0% vs. 35.3%
    Mothers: 25.0% vs. 42.9%
  * A larger percentage of parents who **completed some college.**
    Fathers: 20.5% vs. 13.8%
    Mothers: 21.9% vs. 13.9%

- COS students ranked (much higher than their counterparts) the following reasons as being **very important in deciding to go to college:**
  * To improve reading and study skills
  * To appease parents
  * To prepare for graduate school

- In the category of **reasons noted as very important in selecting this college**, COS students ranked below other students in deeming their school to:
  * Have good academic reputation
  * Have good social reputation
  * Ensure graduates get good jobs.

- COS students were adamant that they **did have a low tuition.** (50.9% compared to 26.1% for others).

- Compared to others, COS ranked higher in feeling their **chances were very good that they** would:
  * Be satisfied with college
  * Find a job in their own field
  * Get a job to pay college expenses
  * Need extra time for degree
  * Transfer to another college
  * Work full-time while attending

- Compared to others, COS students ranked higher in **considering the following objectives to be essential or very important:**
  * To be expert in finance/ commerce
  * To have administrative responsibility
  * To help others in difficulty
  * To influence social values
  * To keep up to date with politics
  * To promote racial understanding
  * NOT to live together before marriage.

If you are interested in reviewing more of the survey results, contact E. Webb in Student Services.

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* MINORITIES *

MINORITY INSTRUCTORS...NATIONWIDE

Inasmuch as COS is actively engaged in recruiting minority teachers, we wanted to share with you findings reported in the **Report on Education Research**, Oct. 5 and Sept. 7, 1988, issues.

o A survey conducted by the American Association of Colleges for Teacher Education (AACTE) found that 20 states (including Arizona, Nevada, New Mexico, and Texas --states with large Hispanic/American Indian populations) do not have laws or policies requiring education departments to recruit minorities into teaching. Task force recommendations are encouraging development of strategies for state teacher minority recruitment programs.

(continued on page 3)

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(This will make it even more difficult for districts like COS who are seeking to increase their number of minority instructors.)

MINORITY STUDENTS...CSU SYSTEM

The **Academic Performance Report 1987-1988** from the CSU System reports the following Hispanic and Caucasian breakdowns:

	COS Transfers F '87	Other CCC Transfers F '87	CSU Natives F '87
Asian	1.7%	10.4%	12.3%
Black	1.0%	5.2%	5.3%
Caucasian	74.5%	73.3%	61.1%
Hispanic	14.5%	10.4%	10.1%

It is apparent that COS transfers a larger percentage of Hispanics and a smaller percentage of Asians and Blacks to the CSUs than other community college.

MINORITY STUDENTS...CALIFORNIA:

In fall of 1990 minority enrollment will surpass that of Caucasians in California!

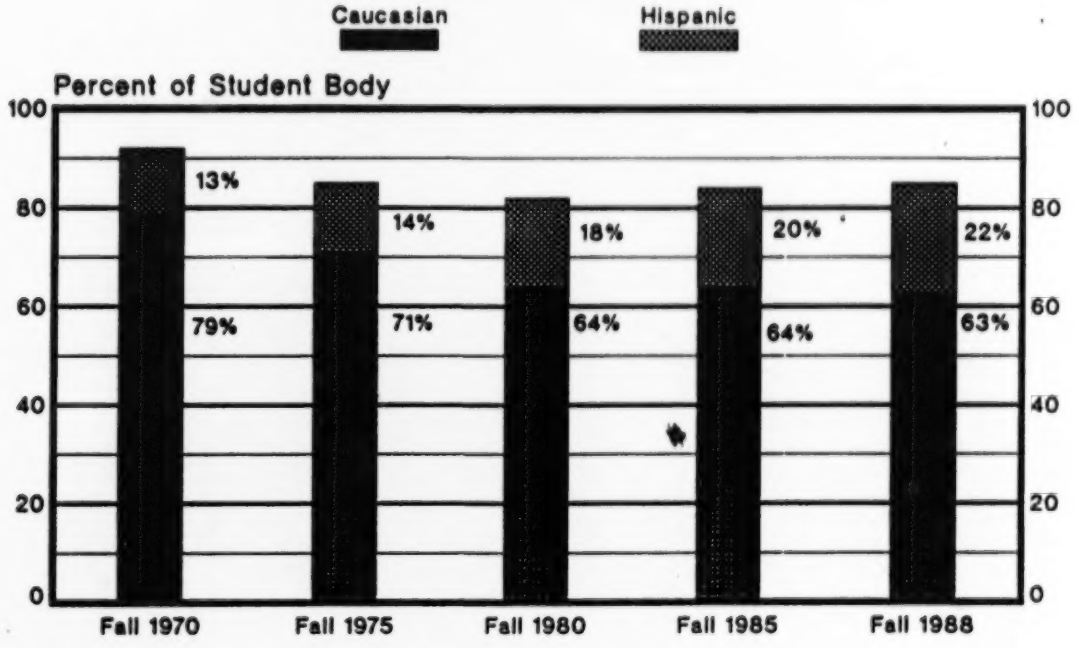
Fifty percent of CA's student population was comprised of Caucasians in 1987, 30% were Hispanic, 9% were Asian, and 9% were Black. (Nationally, Caucasians will constitute about 70 percent of the student body in fall 1990.) [Data source: **Report of Education Research**, Sept. 7, 1988.]

MINORITY STUDENTS...COS:

The following graph reflects the increase in Hispanic enrollment from 1970 through 1988. (COS has experienced a 184% increase in Hispanic students from 662 in 1970 to 1883 in 1988.)

COLLEGE OF THE SEQUOIAS

Student Ethnicity - 1970-1988



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The percentage of Blacks and Asians has remained fairly constant (2.1 to 2.9%) during these years. Of interest is that the percentage of students indicating "no response" or "other" has increased from 2.5% in 1970 to 11.5% in 1985 and back down to 10.2% in 1988!

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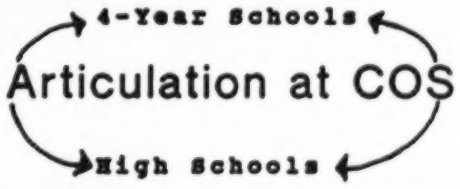
articulation...the act or process of bringing various parts of (a field of perception, system of thought, a work of art, etc.) into a meaningful or coherent relationship. [Random House Dictionary of English Language, 1982.]



In addition to the work being conducted by the COS Articulation Officer, we report the following:

o A COMPUTERIZED ARTICULATION PROGRAM is in the process of being implemented. When completed, counselors will have fingertip access (from their desktop consoles) to articulation information for almost all majors in the UC and CSU systems. CSU-Fresno and Cal-Poly, SLO, majors will soon be uploaded to the mainframe and the first phases of this new service will be operational. [Updates in the majors will be done automatically on a yearly basis or an individual basis if critical changes occur before that time.]

o AREA HIGH SCHOOL HEAD COUNSELORS AND ADMINISTRATORS meet on campus twice a semester. At these popular meetings mutual concerns and pertinent transfer information are shared. Performance data on former students is provided to the schools each semester, e.g., grade point averages, placement test information, COS graduate stats, etc.

[Mr. Heath indicated that these meetings have been unique within the state but that other community colleges are now "hitchhiking" on this successful idea. Meetings are well attended. Representatives from private schools and high schools as far away as Delano participate.]

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Matriculation Update

COS' first year's MATRICULATION PROGRESS REPORT was recently mailed to the Chancellor's Office and reported the following:

* Implemented activities/goals
* Revised activities/goals
* New activities/goals
* Deleted activities/goals
* Data Processing accomplishments
* Fall '87/Spring '88 enrollment data
* Anticipated 1988-89 budget
* Assessment updates
* '87-88 expenditures per component

College/districts were encouraged to list all barriers that either inhibited or prevented implementation of any of the activities/goals. Specifics from each report will be presented to the legislature to justify the moneys already allocated for matriculation.

The following chart indicates COS' percentage of goal implementation (degree of implementation can vary from initial stages to full implementation); revision (goals being implemented were possibly subject to revision also); deletion; or, the addition of new goals.

Because goals can be included in more than one category, totals will not equal 100%.

COMPONENT	ORIG. GOALS	% GOALS IMPLEM.	% REVISED	% DELETED	% NEW GOALS
Admissions	8	62.5%	37.5%	-	-
Orientation	9	100.0%	77.7%	-	11.1%
Assessment	40	90.0%	7.5%	5.0%	5.0%
Advising	18	55.6%	94.4%	5.6%	-
Follow-up	13	92.3%	7.7%	-	-
Inst.Res.	12	41.7%	58.3%	-	-
Coord./Train	6	83.3%	16.7%	-	-
TOTALS	106	77.4%	36.8%	2.8%	2.8%

(continued on page 5)

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The relatively low percentage of implementation in the Institutional Research component is due to the State's decision not to fund the MIS (Management Information System). Consequently, the State will not require colleges to conduct local matriculation program evaluations as initially proposed until funding is available.

The lack of anticipated staffing accounts for the large number of goal revisions in the Advising (Counseling and Placement) component.

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UC and CSU/COS NEWS

UC Davis' Transfer Opportunity Program** has been successful at COS as demonstrated by the following statistics:

	NO. COS STUDENTS Fall 1987	Fall 1988	Percent Increase
Applicants to UCDavis:	26	34	31%
Admits to UCDavis:	19	28	47%
Registrants to UCDavis:	10	15	50%

COS had more students in each of the above categories for Fall 1988 than Bakersfield College, Fresno City, Kings River, OR Merced College.

**COS has had a UCDavis rep on campus one day a week for over a year to work directly with COS students. Students participating in the program and meeting UC entrance requirements are offered guaranteed admission to the major of their choice at Davis. Mike Shuman, the former UCDavis rep responsible for the above stats, is now a full-time COS counselor!

* * * * * *

Full-Year Community College Transfer Statistics (October 1988) from the California Postsecondary Education Commission (CPEC) show a 41.1% increase in COS transfers to the UC System from the 86-87 to the 87-88 school year (34 transfers for '86-87 and 48 for '87-88).

Conversely, 1987-88 COS transfers to the CSUs are down 11.9% from the 1986-87 year (493 transfers for '86-87 and 434 for '87-88).

COS provided 12.4% of the total 1987-88 community college transfers to CSU-Fresno!

The six most popular CSU campuses for COS students in 1987-88 were (in rank order):

Fresno, Cal Poly, Bakersfield, Chico, Long Beach, San Jose

The six most popular CSU campuses for ALL California community college transfers were:

San Diego, Long Beach, Sacramento, Fullerton, San Francisco, San Jose

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A Spring 1988 Grade Performance Report from CSU-Humboldt on former COS students indicates the following:

	GPA
Former COS students (13)	3.35
All Humboldt undergrads	2.84

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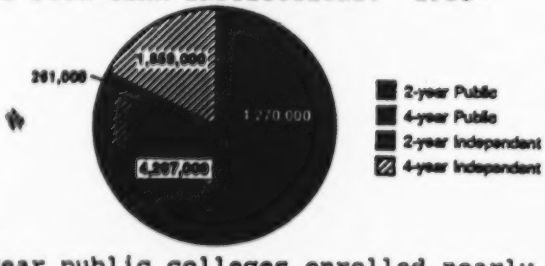
NATIONWIDE UNDERGRADUAGE ENROLLMENT AT TWO-YEAR AND FOUR-YEAR INSTITUTIONS: 1985*



Two-year public colleges enrolled nearly 43% of the TOTAL undergraduate enrollment in higher education.

*Community College Weekly, December 5, 1988.

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TRIVIA QUIZ!

WHICH CALIFORNIA COMMUNITY COLLEGE MOST CLOSELY RESEMBLES COS IN ETHNIC COMPOSITION OF ITS STUDENTS (excluding our immediate neighbors -- Kings River, West Hills, and Porterville)?

Answer: HARTNELL in Salinas!

According to the July 1988 **Report on enrollment - Fall 1987**, Hartnell and COS were comparable in terms of ethnic distribution and number of students enrolled.

	COS	HARTNELL
Fall 1987 Enrollment:	8383	7214
Ethnicity:		
AmerInd.	2.4%	2.2%
Asian/Pac.Is.	2.5%	4.9%
Blacks	2.3%	4.6%
Caucasian	65.7%	53.6%
Hispanics	22.0%	27.8%
Filipinos	1.1%	4.5%
Others	4.0%	2.4%

Statistics of interest on our other neighbors:

Fresno City: 7.5% Black, 7% Asian, and 21% Hispanic.
Bakersfield: 72.3% Caucasian and 15.1% Hispanic.
Cuesta: 88.1% Caucasian; 5.4% Hispanic.
Merced: 6.9% Asian, 6.1% Black, 66.7% Caucasian and 15.9% Hispanic.

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Employment vs. Education

Chemistry instructor, Dave Bird, brought the following to our attention:

Student employment is a major cause of educational decline according to Walter S. Minot, professor of English at Gannon University in Erie, PA. Minot's article in **The Christian Science Monitor**, November 22, 1988, revealed that approximately 70 percent of teenagers were working in 1986. Research conducted by sociologists Ellen Greenberger and Laurence Steinberg indicated that only about a quarter of these students saved money for college or other long-term goals. Earned income appears to be spent on "necessities" such as the car or on having some fun after working hard all week.

Consequently, Minot feels that by the time they get to college, most students feel studying is a spare-time activity. A survey of freshmen at Penn State Univ. showed they believed they could maintain a "B" average by studying about 20 hours a week. (What happened to the recommended 2-3 hours of study for every hour in class?)

Minot fears education has declined in America because we are raising a generation of "part-timers" and schools and colleges find it difficult to demand quantity or quality of work from these students!

(We are eager to share articles or information that you, as readers, feel would be of interest to others. Contact Don Goodyear or Elaine Webb.)

* *

PICK A NUMBER...ANY NUMBER...

add "5" to it...

multiply it by "2"...

subtract "8" from it...

divide it by "2"...

subtract original number...

AND...

THE ANSWER WILL ALWAYS BE "1"!!!

If anyone knows why this happens, let us know.

* *

INSTITUTIONAL RESEARCH NEWSLETTER

August 1989, Issue #6
Don Goodyear and Elaine Webb

C O S...LOOKING TO THE FUTURE IN MEETING THE NEEDS OF THE

2001 ODYSSEY

As we begin the 1989-90 school year and consider the changes and proposed changes for community colleges, and for education in general, the following offers additional "food for thought" and causes us to pose the question: Can we at COS, or can any educational institution, continue "business as usual" or are we at a crossroads?

The March 1989 issue of Leadership Abstracts (League for Innovation in the Community College) reports that by the year 2001, the U.S. could well be the #3 economic power in the world with Europe being #1 and Japan being #2. All economic activity will be oriented globally or it will not survive!

The report asserts that "Ford Motor Company today is a prototype of what major American companies will be by the year 2001...producing 40 percent of its cars in the Far East, 40 percent in the U.S., and 20 percent in Europe."

To qualify for employment in this global economy, the following will be required not only of our students but also of all those in the work force:

- **Knowledge of world geography**
- **Cross-cultural understanding**
- **Language proficiency**
- **Cultural sophistication**
- **Creative and critical thinking skills**

The nature of the labor market will be determined by the demographic changes that the U.S. will experience in the next decade. These changes include:

- **An increase in the number of adult women who are employed outside of the home**
- **The reentry of retired elderly into the work force**
- **An increase in minority populations -- by 2001 1/3 of entire population will be non-white, as will 1/2 of all children under 18 (The TIMES DELTA [7/8/89] predicts 1/2 of California's work force will be minorities by 2000.)**

The three groups listed above will provide a challenge for our educational system, both in terms of the initial education provided and in terms of the retraining and reeducation required. Radical changes in education will be necessary to produce a work force that thinks for a living!

* * * * *

In addition to the current economic problems confronting the nation's youth, the additional pressures of the 2000's are almost overwhelming!

WITH THIS IN MIND, WE OFFER THE FOLLOWING FOR YOUR CONSIDERATION:

1. The REPORT ON EDUCATION RESEARCH (November 30, 1988, issue) states that today, "regardless of race or ethnic background, most (noncollege) youth...are earning less than their predecessors 15 years ago."

A disparity exists in public and private support for educating the "20 million 16- to 24-year-olds" not bound for college and those who attend college. There are federal guarantees of support for college-

bound youth. While programs do exist for job training, "only about 5% of noncollege students eligible for federally-funded job training actually receive it."

2. Education Testing Service reports (February 8, 1989, issue of **REPORT ON EDUCATION RESEARCH**) that U.S. students (13-year olds) ranked at or near the bottom in a recent international math and science competition with four other countries and four Canadian provinces!

Interestingly, although the U.S. was last in math knowledge, 68% of the U.S. students felt they were good at math. Of the first-place Koreans, only 23% thought they were good at it. (Korea has developed "alternative materials for kids who can't sit still...or pay attention to textbooks" and are reaching more children.) The U.S. has only 1-2% of students pursuing math or science as a career.

3. Most U.S. scientists and engineers are white males. White males will comprise only 15% of the work-force entrants by the year 2000. Therefore, a shortage of mathematicians at every level is predicted by the National Research Council (2/8/89 issue of **REPORT ON EDUCATION RESEARCH**) unless minorities are kept in school and in mathematics.

The study asserts that, as students progress from 8th grade through graduate school, the percentage taking math courses drops by half each year! Additionally, 3 out of 4 students don't master enough math to cope in school or later on the job.

Enrollment in Selected Courses- Visalia Unified & COS - 1987-88

In view of the information above regarding the numbers of students taking higher math and science courses, we looked at the CBEDS School Information Form for October 1988, prepared by Visalia Unified for reporting to the California State Department of Education. (Unfortunately, we do not have comparison figures, but felt that this information would be of interest anyway.)

Listed on that form are the total numbers of students in the Visalia high schools enrolled in the math and science courses listed below. We compiled this information and figured percentages of the total enrollment for the four schools.

The COS enrollment figures for Fall 1986 and 1987 in selected courses are also presented for an expanded view:

VISALIA UNIFIED HIGH SCHOOLS - 1987-88
Enrollment in Selected High School Courses (Gr.9-12)

Course	No. Stu. Enrolled	% of Total H.S. Enrollment
Alg. II	518	10.2%
Adv. Math	284	5.6%
Chem. (1st yr.)	433	8.5%
Phys. (1st yr.)	163	3.2%
Total Enrollment*:	5,089	

*VUSD high schools: Golden West, Mt. Whitney, Redwood, and Sequoia

[An article in Report on Education Research (8/9/89 issue), somewhat contradictory to #3 on the preceding page, states that, based on their and federal data, "today's high school students will have taken more mathematics and science courses than their counterparts in the early 1980s." Calculus and physics did not, however, reflect the gains indicated by other courses. (State reform appears to be responsible for increases in the high schools.) Additionally, this study reports only on quantity of courses and subjects taken and does have the necessary information to comment on quality!]

COLLEGE OF THE SEQUOIAS - FALL 1987 & 1988
Enrollment in Selected Math and Science Courses

Course	1987 No.	1987 % Total	1988 No.	1988 % Total	Diff.
Math 53	315	3.8%	312	3.7%	-0.1%
Adv. Math*	441	5.3%	359	4.2%	-1.1%
Chem. (all)	631	7.6%	508	6.0%	-1.6%
Physics (all)	78	0.9%	54	0.6%	-0.3%
Total Enrollment:	8,300		8,449		

The above first-census figures from the Analysis of Enrollment by Department reports indicate a slight decrease in enrollment for the COS courses listed. The percentages were calculated from the total enrollment for each semester.

*Math 40, 54, 30, 21, 16, 15, 11, 5

FEWER STUDENTS EARN POSTSECONDARY DEGREES

A nationwide study of 1972, 1980, and 1982 high school seniors was conducted by the National Center for Education Statistics. (July 12, 1989 issue of **REPORT ON EDUCATION RESEARCH**). We have summarized their report and share with

'you the following findings:

* Percentage of Americans over 25 years of age who have earned a bachelor's degree:

1910: 2.7%
1970: 11.0%
1988: 20.3%

* Percentage of high school graduates earning job-training certificates or college degrees following high school:

Within 4 yrs. of grad.		Within 6 yrs. of grad.	
1972 grads:	45.0%	1972 grads:	60.0%
1980 grads:	23.6%	1980 grads:	40.0%
1982 grads:	18.8%	1982 grads:	N/A

* Percentage of certificate or degree attainment by ethnicity:

Within 4 yrs. of grad.		Within 6 yrs. of grad.	
Whites:	1972 - 47%	Whites:	1972 - 59%
	1980 - 25%		1982 - 39%
Blacks:	1972 - 43%	Blacks:	1972 - 56%
	1980 - 19%		1982 - 29%

* Percent of certificate or degree attainment by sex:

1972: More males than females
1980: More females than males
1982: More females than males

* Possible reasons offered for the decline in education attainment between 1972 to 1982 include:

1) Availability of draft deferment during Vietnam War (1972)
2) Rising cost of postsecondary education
3) Higher college dropout rates
4) Longer time required for students to complete college

According to the study, the decline indicated above could indicate a reversal in the trend of better-educated Americans that goes back to the turn of the century!

* * * * *

THE TRENDS CITED ABOVE, IN ADDITION TO THE CHALLENGES OF AB 1725, MATRICULATION, THE MASTER PLAN, ETC., WILL PRESENT OUR STAFF -- BOTH CERTIFICATED AND CLASSIFIED --, WITH A TREMENDOUS CHARGE AS WE ADDRESS THE NEEDS OF THE CHANGING EDUCATIONAL MARKET!

COS TRANSFER STATS FROM THE CSU SYSTEM:

The CSU-Fresno Spring 1989 Performance Report on former COS students reinforces our belief that COS transfer students perform at levels equal to or above those of all other CSUF students (includes other community college or four-year transfer students and the CSUF native students).

The two categories containing GPAs which were below CSUF's average were Freshmen and Sophomores. They comprise only 2.0% and 3.8%, respectively, of the total number of COS transfer students enrolled at CSUF for the Spring 1989 semester.

CSU - FRESNO - Spring 1989

	Former COS Students GPA	No.	All CSUF GPA	+ or - Diff.
Women:	2.98	(459)	2.85	+.13
Men:	2.73	(328)	2.68	+.05
Freshmen:	2.38	(16)	2.55	-.17
Sophomores:	2.52	(30)	2.64	-.12
Juniors:	2.85	(199)	2.76	+.09
Seniors:	2.89	(542)	2.81	+.08
ALL Students:	2.88	(787)	2.76	+.12

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CSU - STANISLAUS - Spring 1989

	No.	Transfer GPA	Resident GPA
Former COS Students:	7	2.72	2.58
All CA Com. Coll. Undergrads:	2142	2.88	2.92
All Undergrad Students:	2685	2.86	2.88

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CSU - FULLERTON - Fall 1988

	No.	Transfer GPA	Resident GPA
Former COS Students:	13	3.12	2.76
(No Comparisons Provided)			

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CSU - SAN JOSE - Fall 1988

	No.	Transfer GPA	Resident GPA
Former COS Students:	28	2.97	2.85
All Undergrads:	22,958	2.89	2.65

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CSU - SAN FRANCISCO - Fall 1988

	Number	SFSU GPA
Former COS Students:	9	2.63
(No Comparisons Provided)		

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CSU - BAKERSFIELD - Winter 1989

	Number	B'field GPA
Former COS Students:	27	2.78
(No Comparisons Provided)		

CSU - HAYWARD - Spring Quarter 1989

	No.	Transfer GPA	Resident GPA
Former COS Students:	5	2.89	2.43
(No Comparisons Provided)			

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CSU - SONOMA - Spring 1989

	No.	Transfer GPA	Resident GPA
Former COS Students:	4	2.99	2.49
All Undergrads	-	2.83	2.95

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NEWS FROM CAL-POLY

The Relations with Schools office at Cal-Poly provided us with information concerning the outcome of applications for admission filed by former COS students.

We researched the COS cumulative units passed and grade point averages of the students who applied for the Summer 1989 and Fall 1989 quarters. The data follow:

COS APPLICANTS TO CAL-POLY FOR SUMMER QUARTER 1989

Action Taken by Cal-Poly	No.	Avg. Units Passed	Avg. COS GPA
Accommodated:	8	56.9	2.874
Unaccommodated:	6	65.5	2.755
No Action:	1	61.0	3.140
(ALL STUDENTS:	15	60.6	2.845)

[Declared majors for those unaccommodated included: Ag Management; Liberal Studies; Computer Science; Physical Education.]

COS APPLICANTS TO CAL-POLY FOR FALL QUARTER 1989

Action Taken by Cal-Poly	No.	Avg. Units Passed	Avg. COS GPA
Accommodated:	42	70.7	3.110
Unaccommodated/Redirected:	13*	29.1	3.178
Unaccommodated:	5	11.4	3.166
(ALL STUDENTS:	60	56.8	3.129)

*We determined that 8 (62%) of those "unaccommodated and redirected" had completed 60 to 70 plus units and had a GPA mean of 3.176.

[Declared majors for those unaccommodated included: Business; Liberal Studies; Journalism.]

UC TRANSFER STATISTICS

In April of 1989, the TIMES DELTA ran an article stating that COS transferred more students to the University of California than any other San Joaquin Valley community college.

We have compiled the chart below to share the actual statistics with you and also have included the transfers to the CSU System. The figures for CSU Fall 1988 transfers are not available at this time.

UNIVERSITY OF CALIFORNIA & CALIFORNIA STATE UNIVERSITY COMPARISON OF SAN JOAQUIN VALLEY COMMUNITY COLLEGE ENROLLMENTS - Fall 1986-88

	1986		1987		1988	
	UC	CSU	UC	CSU	UC	CSU
Bakersfield	32	360	27	351	19	na
COS	30	363	39	311	49	na
Columbia	4	29	6	45	6	na
Fresno City	18	671	33	721	34	na
Kings River	5	131	1	131	6	na
Merced	9	239	18	248	20	na
Modesto	22	419	49	435	49	na
Porterville	4	66	4	82	8	na
Taft	4	46	1	51	2	na
West Hills	0	49	5	69	2	na

Source: UPDATE OF COMMUNITY COLLEGES TRANSFER STUDENT STATISTICS, FALL 1987, Calif. Postsecondary Education Commission, 3/88.

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UC - DAVIS

SUMMARY OF APPLICATION STATUS FOR COS TRANSFER STUDENTS - FALL 1989 QUARTER

COS students who participate in the UC-Davis SEAT (Special Early Assessment Team Program) and who "fulfill their contract" are guaranteed admission. The following is a summary of the admission status of former COS students for Fall 1989.

Category	No. & %	COS GPA
Admitted:	9 (75%)	3.13
Declined Admission (action by student):	3 (25%)	3.42
TOTAL Participants:	12	

A LOOK AT 1986-1988 REDWOOD HIGH SCHOOL GRADUATES

Tracking of former students is a concern of all educational institutions. Institutional Research, at the request of Redwood High School, conducted a study to determine how many RHS grads attend COS and their performance while at our campus.

We have known for the past five years or so how many RHS grads enroll at COS the fall semester following graduation. We did investigate before just how many of those grads were ALREADY enrolled or those that enrolled in a SUBSEQUENT semester.

We share with you the most interesting of our findings:

* As one might anticipate, grade point averages dropped slightly after enrollment at COS in almost all categories investigated.

* Retention rates (at the end of their first COS semester) for those enrolling in the fall semester immediately following graduation from RHS are:

  Fall 1986 RHS grads - **88% completed (104 students)**
  (31% of those original students were still enrolled at end of Spring '89)
  Fall 1987 RHS grads - **86% completed (106 students)**
  (63% of those original students were still enrolled at end of Spring '89)
  Fall 1988 RHS grads - **85% completed (102 students)**

* While the percentage of graduates enrolling at COS immediately following graduation has averaged between 38% and 45% (incidentally, RHS is one of the high schools with the largest number of graduates enrolling at COS), we found that COS--in some capacity (prior to high school graduation, or at later semesters)--actually served the following numbers and percentages of students:

  - 63.9% of the total 1986 RHS graduates
  - 68.3% of the total 1987 RHS graduates
  - 63.0% of the total 1988 RHS graduates

* The numbers and percentages of current students (those completing Spring 1989) from each of the RHS graduating classes are as follows:

	1986	1987	1988
No. and Percent:	47 (25%)	120 (50%)	140 (67%)

* The number of AA and AS degrees conferred and the mean performance data on these students follow:

1986 RHS GRADUATES:

	AA Degrees	AS Degrees
No. COS Graduates:	29	4
H.S. GPA:	3.052	2.987
COS GPA:	3.138	2.590
Units Passed:	67.5	78.7

1987 RHS GRADUATES:

	AA Degrees	AS Degrees
No. COS Graduates:	20	2
H.S. GPA:	3.133	3.235
COS GPA:	3.065	3.418
Units Passed:	63.2	67.5

* We looked at the COS performance statistics (means) on RHS students who had a high school GPA of 3.0 or greater and report the following by year of RHS graduation:

	1986	1987	1988
Number of students:	64	67	68
COS GPA:	3.169	3.153	3.119
Units Attempted:	37.7	32.3	17.1
Units Passed:	37.5	32.2	16.7

* We also looked at the COS performance statistics (means) on RHS students who had a high school GPA of 2.0 or less and report the following by year of RHS graduation:

	1986	1987	1988
Number of students:	16	27	18
COS GPA:	1.534	1.498	1.510
Units Attempted:	21.1	18.4	13.7
Units Passed:	17.7	15.0	10.5

A-F MINIMUM SUBJECT REQUIREMENTS-UC System

One of the requests that Redwood High School made regarding the study of their high school graduates was to determine which RHS students completed their A-F subject requirements or met California State University eligibility while at COS.

Unfortunately, this information was not available without an extensive amount of research on our part. We did, however, come across some statistics presented by the California Basic Education Data System in 1988 that show the total number of 1986-87 county high school graduates and the number and percentage of these graduates who completed the A-F requirements.

County	1986-87 No. Grads	No./% Completing A-F
Tulare	2,777	672 (24.2%)
Kings	796	126 (15.8%)
Fresno	5,777	1,377 (24.0%)
State Totals	237,414	66,980 (28.2%)

In contrast to the above information, the California Post Secondary Education Commission, June 1988, reported the actual numbers of students transferring to the University of California directly from high school in 1986 and 1987. As you can determine from the figures below, there is quite a discrepancy between those eligible and those enrolling at the UCs.

UC FRESHMEN ENROLLMENT RATES

	% Grads 1986	% Grads 1987
Tulare	2.9	2.8
Kings	2.1	1.3
Fresno	3.9	4.6
State Totals	7.9	7.7

MATRICULATION

YEAR #3 = FULL FUNDING = FULL IMPLEMENTATION?

As indicated in Chancellor David Mertes' recent 1989-90 Matriculation Allocation letter, COS will be receiving full funding in the amount of $264,191. The State's $36 million for matriculation will be part of the system's base for Proposition 98 and a permanent funding source. On that basis, Mertes urges the community colleges to proceed with employing staff to facilitate implementation.

Another Matriculation Progress Report from each college is due in the Chancellor's Office on September 30, 1989. The second legislative report will be prepared from these progress reports and presented to the Legislature in April of 1990.

It appears the Legislature is under the impression that, inasmuch as this is our third year of matriculation implementation and the year that schools are to be fully funded, programs should also be FULLY IMPLEMENTED!

Our February 1989 Newsletter indicated that implementation of our matriculation components varied from 41% to 100%. COS is probably ahead of many colleges in the implementation race because portions of the individual matriculation components were already in place!

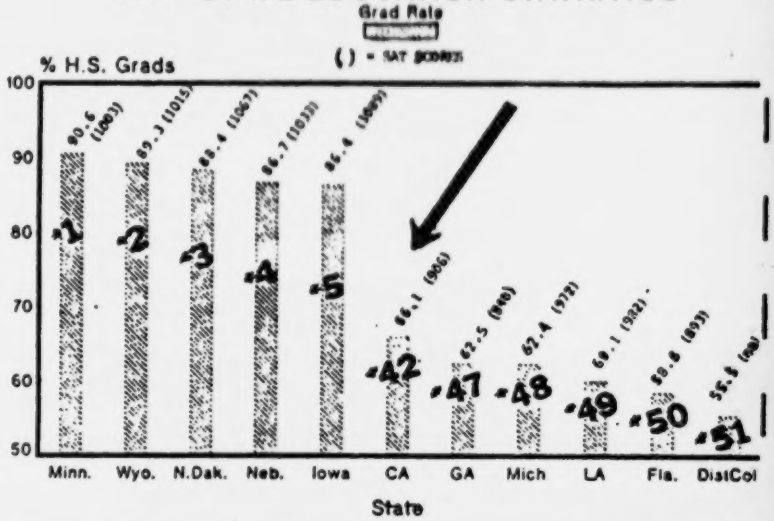
Is there a breakdown in communication between the colleges and the Legislature?

IS CALIFORNIA FLOUNDERING IN STAGNANT EDUCATION WATERS?

Education Secretary Lauro Cavazos released a report that reflected limited achievement gains in education over the past year (May 17, 1989 issue of Report on Education Research). Included in his report--by individual state--were high school graduation rates, the average teacher salary, the pupil/teacher ratio, federal funds as a percent of schools funds, and expenditures per pupil.

In the following graph we illustrate California's position in relation to the five highest and five lowest states in the percentage of students who actually graduate from high school. In all cases, except for Wyoming, the percentages were lower than those for 1986!

1987 STATE EDUCATION STATISTICS



Student Health Services

Room 3 is the new location of the Student Health Services, providing more accessibility and greater visibility to students and staff alike.

In addition to the services already in place -- health education, wellness, nutrition/weight control, stress management, sexually transmitted diseases, and AIDS information --, Terry Wilcoxen, Health Services Coordinator, indicates plans are underway for:

1. Mental Health Counseling
2. Services for COS Hanford Campus
3. Services for Extended Day

"A" for effort to...

George Powell, Dee Peterson, Dorothy Neeley, Warren Sargent, and Ross Rueger for taking the time and effort to respond to the "Pick a Number" puzzle in our last issue.

ERIC Clearinghouse for Junior Colleges SEP 15 1989